



MTI 569: Culturally Responsive Teaching for ESL and Bilingual Students

ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY ESL/BILINGUAL ENDORSEMENT

Instructor Information:	
Instructor Name:	Dr. Ariana Leonard
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Instructor Background:	<p>Dr. Ariana Leonard has been a school District Director of Language Acquisition for the last 13 years in both the state of Florida and Illinois. As a district administrator, she has overseen EL/Bilingual and World Language programming EC-12, written and managed all federal Title I, Title II and Title III grants, has written standards-based curriculum for EL, bilingual, dual language and world language programs, and has provided professional development on best instructional practices for language learners. She developed and implemented a two-way immersion 80/20 dual language program, which included developing a district-wide lottery and transportation process as well as a district curriculum that provided integrated units of study and authentic resources. She was also one of the first to implement the Illinois State Seal of Biliteracy. Prior to her administrative roles, Dr. Leonard taught middle school Spanish and Intensive Reading for ESOL, taught high school Spanish and Developmental Language Arts for ESOL and taught Bilingual Kindergarten.</p> <p>Dr. Leonard holds a Bachelor's degree in Political Science from Illinois Wesleyan University, a Bachelor's degree in Spanish Education from Illinois State University, a Master's degree in Educational Leadership from Saint Leo University, an Educational Specialist degree with Superintendent endorsement from Northern Illinois University, and a</p>

	<p>Doctorate in Educational Administration and Policy from Northern Illinois University. She is a member of multiple professional organizations that are dedicated to the education and instruction of multilingual learners and partners with several community organizations to ensure that resources are readily available for the multilingual families in the community she serves. She collaborates and consults with other districts to support implementation of EL/Bilingual and World Language programming.</p>
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Course Information	
<p>Course Format (distance learning, online, webinar, experiential onsite courses):</p>	<p>Online Course</p> <p>The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course .</p> <p>All questions, customer service, grades and transcript questions are to be directed to MTI, NOT ANDREWS UNIVERSITY for this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<p>Prerequisites</p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.</p>
<p>Course Resources</p>	<p>Resources provided for this course can be found towards the bottom of this document in the section labeled Course Resources.</p>
<p>Learning Outcomes/Competencies:</p> <p>At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> Analyze the intersectionality of language, culture, and identity in the context of education, and critically reflect on their own beliefs and biases related to multilingual learners. InTASC 1,3 Understand the cultural and linguistic diversity of students in K-12 educational settings, and recognize the strengths and assets that multilingual learners bring to the classroom. InTASC 2,7 Design and implement instructional practices that are responsive to the linguistic and cultural needs of multilingual learners, and differentiate instruction to support their language development and academic progress. InTASC 6,8 	

- Advocate for equitable policies and practices, and critically evaluate curriculum, assessment, and materials for their cultural and linguistic relevance. InTASC 10

Course Description: This course will provide theoretical foundations, research-based strategies, and practical tools for creating inclusive and equitable learning environments that honor and value the linguistic and cultural assets of multilingual learners. Topics covered will include understanding the cultural and linguistic diversity of students, building positive relationships with students and their families, adapting instruction for language learners, and advocating for equitable policies and practices.

Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour
Resources and reflection time.		35 hours
Answer and discuss weekly questions posted by the instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to reread and take notes)		4 hours

Application assignment 2 @s (45 points each)	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (planning, researching, and formulating)	100 points	14 hours
Research on cultural and linguistic diversity of students in K-12 educational settings		4 hours
Final evaluation/reflection essay	100 points	12 hours
Total	485 points	135 hours

Grading Scale: A (90-100%); B (80-89%)

****Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric- 5 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.
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Application Project Rubric- 2 assignments @ 45 points each			
Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.

Sequencing ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.
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Evaluation/Reflection Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule-
<u>Week 1</u> <ul style="list-style-type: none"> • Syllabi/assignment review • View resource group 1. • Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. • Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Week 2

- View resource group 2.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

Using Chapter 3 : What is one strategy for building assets-based perspective of MLs that you would like to implement in your context? **Write 1-2 pages APA**

Week 3 –Class Inequalities

- View resource group 3.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

After viewing the resources, what is your most significant take away related to strategies for leveraging students' linguistic and cultural backgrounds? **Write 1-2 pages APA**

Week 4

- View resource group 4.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Conduct interviews with 3 educators who have experience working with multilingual learners. The interviews will focus on the following research questions:

1. What are some of the assessment practices that you use with multilingual learners in your classroom?
2. How do you ensure that your assessments are culturally responsive?
3. What are some of the challenges that you have faced when assessing multilingual learners, and how have you addressed those challenges?
4. In your experience, how have culturally responsive assessment practices supported the academic success of multilingual learners in your classroom?

Once completed, present the information in a format agreed upon with the instructor (options could include video, audio, essay, or another format as agreed upon).

Week 5

- View resource group 5.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

Drawing on what you learned in this course, analyze and evaluate your own beliefs, attitudes, and practices related to working with multilingual learners in diverse educational settings. Provide a few examples of how you have (or will) apply culturally responsive teaching principles and practices in your own instructional context. Your essay should demonstrate a deep understanding of the complexities of language, culture, and identity in education, and offer insights into ways you can create inclusive and equitable learning environments for multilingual learners. **3-5 pages, APA format.**

Journaling

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations of Culturally Responsive Teaching (CRT) for Multilingual Learners

Article: [What Is Culturally Responsive Teaching?](#)

Article: [Culturally Responsive Teaching](#)

Resource: [Intersections of Diversity, Equity, and Inclusion and Internationalization: A Framing Guide](#)

Article: [Why Schools Should Embrace Asset-Based Language Over Deficit-Based Language](#)

Article: [An Asset-Based Approach to Education: What It Is and Why It Matters](#)

Resource Group 2: Building Cultural Competency & Understanding Self/Identity

Video: [You're Doing It Wrong: The evolution of cultural competence](#)

Article: [Self-Awareness and Cultural Competency](#)

Article: [10 tips on how to develop self-awareness when working across cultures](#)

Article: [Want to Become More Culturally Competent? Start with Your Cultural Self-Awareness](#)

Article: [Recognizing Your Biases](#)

Article: [Understanding Implicit Bias: What Educators Should Know](#)

Article: [What is Cultural Competence and How to Develop It?](#)

Resource Group 3: Asset-Based Approaches & High Expectations with Scaffolded Support

Article: [Building on Students' Cultural and Linguistic Assets](#)

Article: [Leveraging Language: How can students who are learning English use their home language in a personalized classroom?](#)

Article: [The Warm Demander: How to raise expectations](#)

Article: [Scaffolding: Three Strategies for Rigorous Instruction](#)

Resource: [Scaffolding Instruction to Elevate Rigor](#)

Article: [Differentiated Instruction for English Language Learners](#)

Resource: [WIDA Focus on Differentiation](#)

Resource Group 4: Student-Centered Learning & Leveraging Diversity

Article: [Developing a Student-centered Classroom](#)

Video: [How to Set Up a Learner-Centered Classroom](#)

Article: [6 Strategies to Help ELLs Succeed in Peer Learning and Collaboration](#)

Article: [Redesigning the Future of Schooling through Personalized Learning](#)

Article: [Build Better Lessons for Every Learner with Universal Design for Learning](#)

Article: [Five Ways to Encourage Student Voice and Share Power in the Classroom](#)

Video: [Assessment for learning: the road to improvement - peer and self-assessment](#)

Article: [Peer and Self-Assessment](#)

Article: [8 Ways to Check for Student Understanding](#)

Article: [Adapting to Learner Types: Teaching Diverse Learning Styles](#)

Article: [Supporting English Language Learners: Resources for Educators and Administrators](#)

Resource Group 5: Family/Community Engagement & Schoolwide Systems

Article: [Engaging ELL Families Through Community Partnerships](#)

Resource: [Family Engagement Toolkit](#)

Resource: [Family Engagement Toolkits](#)

Article: [Enhancing Learning with Community and Family Engagement](#)

Article: [Three Ways for School Leaders to Champion Cultural Responsiveness](#)

Resource: [Culturally Responsive Teaching: A Reflection Guide](#)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.